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ABSTRACT

Integrating the deaf individual into the armed forces is one innovative concept that provides a potential method for more fully meeting the vocational and educational needs of the deaf population. The paper reports on a feasibility study to accomplish such a goal. By utilizing the armed forces' training and vocational resources, a breakthrough in meeting the educational/vocational needs of the deaf individual could result and allow the deaf person to take his rightful place in society equal to his hearing counterparts. Following a review of the literature, the study's procedures are described and a plan of action proposed. The concept used was to first establish whether or not a representative sample of institutions for the deaf and deaf individuals concurred in a need for a pilot program being advocated. A favorable response would then lead to a second phase, that of soliciting aid from an appropriate military agency and of establishing a feasibility study. The author feels, however, that an unfavorable response from the military at this stage should not evoke terminal action. Questionnaire responses are not discussed. (Lists of questionnaire recipients, the questionnaire, and project letters are appended.) (Author/LH)

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A FEASIBILITY STUDY FOR INTEGRATING DEAF INDIVIDUALS INTO THE ARMED FORCES

by

Champ C. Hawkins

An Investigative Project Submitted to the Graduate Committee

DEPARTMENT OF EDUCATION

In Partial Fulfillment of the Requirements

For the Degree of

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CHAPTER I

INTRODUCTION

The purpose of this independent project was to investigate the feasibility of integrating the deaf individual into the armed forces for extended education/vocational opportunities. The introduction chapter will provide the framework and background for the project by describing the problem under study, defining terminology and presenting a review of selected literature.

Definition of the Problem

Advocates for the general society may abound who can readily point to numerous educational/vocational programs to advance the cause of the deaf individual. A casual look back through the past seven decades at the educational and employment advances made by the deaf individual tend to lead one to accept the premise that the bulk of the problems of education and employment have been solved. For example, there are few who would not agree that the language abilities of the average deaf individual have increased and that the opportunities for post secondary training and education for deaf graduates have accelerated over the past five years. In fact, of those colleges and vocational programs where deaf students have received education, approximately 90% are holding

full-time jobs in the labor markets (Walker, 1975). However, there are far too many deaf individuals who never reach the labor market. They, more than any others, need specific educational and employment assistance and followup. In comparison with many other groups of handicapped individuals, their rate of progress has been very slow.

A review of the history of programs of the handicapped would indicate that remedial programs, and/or treatment rendered, are usually proportionate to the degree of impact on or adversity to society. Usually, the segment that has become the most painful to society will receive the bulk of assistance. It is conceivable that those with the greatest visibility and not necessarily those with the greatest degree of handicap and need are provided with treatment and services first.

Mayes (1972) pointed out that school districts, universities and rehabilitative agencies have initiated scores of innovative programs in recent years to counteract an unflattering and demanding public attitude for better services. Unquestionably, many of these programs have produced meaningful results, while others have failed to stand the test of time. Education is a lifetime process and will continue both inside and outside the traditional classroom.

It is little recognized that one of the largest educational institutions is the military services of the United States. Although restricted to the non-handicapped population primarily, literally hundreds of thousands of people have received post secondary training through this organization.

Integrating of the deaf individual into the armed forces is one innovative concept that provides a potential method for more fully meeting the vocational and educational needs of the deaf population. This paper will report on a feasibility study to accomplish such a goal. By utilizing the armed forces' training and vocational resources, a breakthrough in meeting the educational/vocational needs of the deaf individual could result and allow the deaf person to take his rightful place in society equal to his hearing counterparts.

It is this author's opinion that integration for the purpose of extended educational and vocational opportunities could be achieved at comparatively modest expense since the facilities, equipment and training models are already established in the armed forces. The only major expense added by the proposed integration program would be salary allocations for specialized personnel to enhance communication with selected deaf individuals.

Definition of Terminology

Deaf Individual. For the purpose of this project, a deaf individual is one whose primary receptive channel of communication is visual, with his hearing functioning as a supportive channel.

Armed Forces. For the purpose of the study, armed forces refers to the uniformed military component of the Department of Defense. This includes the Army, Navy, Air Force, Coast Guard, U. S. Reserve Forces, and, in time of a national emergency, units of all the States' Army and Air National Guard units that have been federalized.

Educational/Vocational Training. For the purpose of this study, educational/vocational training refers to all formalized, academic studies from elementary school through post-secondary education obtained from colleges and universities including special educational institutions. Vocational training alone refers to all education and training obtained from any and all sources for the mastery of the fundamentals of a given technical or semi-technical skill or job.

Integration. For the purpose of this study, integration refers to the process of absorbing a deaf individual within a component of the Armed Forces so that he may function as a viable segment on the same basis as other members of the unit.

Review of Selected Literature

The training problems of the deaf population have been little understood because of the limited visibility of the deaf individual. Boyce Williams (1972) of the Department of Health, Education and Welfare states that:

> "Of an average crowd of 600 people there is one deaf individual who circulates unnoticed unless he is spoken to...the hard-of-hearing population differs only in degree from the general population while deaf people stand apart psychologically and socially.
>
> This then is the handicapping base of their disability. It is primarily psychological. It manifests itself in many ways, each of which is, in turn, an important life problem of deaf people; among these are underinvolvement in the mainstream of community life; limited sharing with his fellow men; lack of acceptance among family, neighbors and employers; and severe underemployment."

Although deaf individuals have normal strength, physical mobility, and intelligence, they are most often placed at the skilled, semi-skilled, and unskilled levels. Of 331 former deaf students studied over a five-year period, 151 or 46% were unemployed and 26 or 14% were service workers (Stewart, 1972). According to figures from the Department of Health, Education and Welfare (1973), one-fifth of the service workers were part-time employees.

Morehead (1968), in a study of 585 deaf clients, stated that earnings of 37 individuals who had been closed as rehabilitated, reflected an average earnings at the time of follow-up at $66.00 per week.

In a separate study, Rodda (1970) stated that of those who chose to leave school early, a correlation between vocational aspirations and degree of hearing loss existed. The earlier and more sever the degree of hearing loss, a related decrease in vocational interests existed. The congenitally deaf preferred and expected to hold lower-level jobs.

Crites (1971) states that social class factors are highly important in educational/vocational decisions. Occupations that deaf individuals enter are correlated with their fathers occupations. Work values developed by the deaf individual are stimulated by the social influences while they are growing up and appear to be considerably different from one social class to another. Adolescents from less favored socioeconomic and/or minority ethnic and racial groups appear to have less vocational maturity.

In a sample of students at the Texas School for the Deaf, Hansen and Hancock (1969) found that parents of deaf students were less well educated than the adult population of normal students. As compared with the sample from adults with hearing children in which only 21% had not completed high school, 57% of the parents of deaf students had not completed high school. Only 6% of the deaf students' parents were in professional-technical occupations compared to 12% in the other sample. An unusually large proportion, 26%, of the fathers of deaf students were unskilled laborers.

Mayes (1972) stated that too often people seem to think that education can be gained only by formal instruction. This belief was just as true for the area of special education as it was in regular education. It was Ospipow (1968) who brought to view the developmental self-concept theory of Donald Super. Ospipow felt that Super's theory had been fairly well advanced and supported empirically. Super projected the thesis that career development was a lifetime process wherein the individual went through three growth stages which are:

(1) Growth - birth to approximately 14 years of age.

(2) Exploration - approximately 15 to 25 years of age.

(3) Maintenance - approximately 26 years forward. (Ospirow, P. 203)

From 14 to 18 years of age, the individual is "crystallizing", from 18 to 21 years of age he is "specifying" and from 21 to 24 years of age he is "implementing" activities of his vocational development. Exploratory vocational behavior provides experiences leading to vocational maturity.

Stewart (1972) stated that after ten to fifteen years in school, the deaf individual has acquired reading skills at approximately the fifth grade level and his spoken language is difficult if not impossible to understand by the average man on the street.

Limited opportunities are available to deaf people for the kinds of jobs they may pursue or acquire. Underemployment may also lead to stereotyping certain lower-level jobs as suitable for the deaf and thus perpetuate their placement into these jobs (Sinick, 1964).

Switzer and Williams (1962) indicated that education of the deaf in the United States is quite advanced in terms of world performance. On the other hand, it is seriously underdeveloped in terms of the needs of deaf people and their potentialities. Babbidge (1965) stated that the report of his committee was unequivocal in its assertion that, "by and large, education programs for the deaf are not succeeding. . . and the deaf person, whose needs are enormous, is shortchanged." (P. 25)

Wolfbein (1968) found that the average American worker has 12.2 years of formal education. Individuals with less formal education are placed at a disadvantage in competing for more desireable jobs. Also, a higher unemployment rate will exist among young workers since they have not gained the experience plus frequent job changes. This places many deaf individuals in the less desired jobs. Consequently, it was concluded that less education is a major contributing factor to this situation.

Lunde and Bigman (1959) supported this when they reported that there exists a close relationship between education and the

amount of income earned by the deaf individuals sampled. Also, Jones (1969) found that employers frequently seek those with a high school education even for jobs at the entry level and this makes the competition even greater for the deaf who leave school before finishing high school. He estimated that 60% of the labor force did have a high school education.

A U. S. Department of Health, Education and Welfare study (1967) found that 16% of the deaf individuals had dropped out of school before the age of 16.

Kronenberg and Blake (1966) concluded that young deaf males up to the age of 24 earned roughly the same or more than their hearing peers. Holdt (1970) estimated that 9% of the deaf individuals in Oregon were receiving welfare compared to only .08% of the general population.

Stuckless (1965) thought there was and is a need for schools and agencies serving the hearing-impaired individuals to make special efforts to supply information about the world of work.

"With the inexorable advance of technology and automation, great changes will take place in the education and training requirements of jobs. Some automated jobs can be operated by less skilled workers, but less than 50% of the available jobs in the 1970's will be open to the unskilled." (Pucinski and Hirsch, 1971, P. 11)

McCay (1971) found that the current trends in the labor market for the 1970's indicate it will be a very different world for the deaf

individuals entering. Unemployment will be high for them. The deaf worker, in the past had reasonable and steady employment but changes seem to be taking place. Lunde and Bigman (1959) found over half of the deaf workers studied were employed in manufacturing, 4% in government and 16% in public services. Rainer, Altshuler and Kallman (1963) found that deaf workers were clustered in the skilled and semiskilled occupations.

The deaf person is deprived of the information channels of radio, television, telephone, and conversations due to his unique handicap. The amount of education determines the amount of reading the deaf individual does. He is hesitant to ask questions of strangers and will often go to considerable length to avoid conversations with an individual he does not know. This lack of communication limits employment information exchange (Hoye, 1968).

Stewart (1972) found that the deaf individual is denied employment by many of our largest corporations and has been rejected for service by the military.

Schlesinger (1972) reported that there appears to be no doubt that society in general lacks, almost totally, knowledge about the deaf people and their deafness. Davis (1972) stated that, "Few deaf persons are knowledgeable enough about general community affairs to make contributions to their association... Everywhere we see fine workshops where the disadvantaged obtain trade and work skills. Not one deaf person can be found there! This is discrimination pure and simple!" (Pgs. 35-37)

Fusfeld (1940) felt that steps should be taken to establish a careful occupational follow-up record of former pupils as a checkup on

the trades' training programs. Too few follow-ups have been conducted and too little effort expended towards updating this data on behalf of the deaf individual.

The previous material has been presented to illustrate the neglected state of economic and social well-being of the deaf population. They lack the public visibility of other minorities and handicapped groups. How long the deaf individual will subject himself to second-class citizenship is unknown. Society has the responsibility to remediate this inequity without undue delay. Every potential method must be explored until all of our nation's members are provided an equitable basis to contribute to society's well-being--a basis which will immensely enhance each individual's self-importance as well as contribute to the vitality of this society.

CHAPTER II

PROCEDURES

The feasibility of integrating the deaf individual into the Armed Forces for the purpose of extended educational/vocational opportunities was investigated through the following procedures:

(1) Review of Selected Literature. A review of the literature was conducted to obtain information on the present status and background of vocational training and employment of the deaf. A summation of pertinent data has been presented in Chapter I.

(2) Design of Integration Plan. A plan for integrating a deaf population into the Armed Forces was developed from the information obtained in this research survey and the past experience of this author in the military.

(3) Data Gathering. A population of professionals affiliated with the world of deaf and the field of deaf education was contacted through a questionnaire for their opinions on the need, timeliness and support for initiating an integration program.

State and National military were contacted by letter for advice and assistance on the feasibility of establishing a pilot program for the integration of deaf individuals. Specific assistance was solicited in terms of facts and data that pertained to this study.

The reader is directed to the appendix of this paper for specific letters and the questionnaire used in this study.

(4) Analysis of Results. The results of the information obtained from the professional population and the military institution were compiled and written in narrative form.

The results of the feasibility study were summarized and recommendations for future direction in pursuing the integration proposal were written.

CHAPTER III

THE INTEGRATION PLAN

The proposed plan for the integration of deaf individuals into the Armed Forces was divided into three parts for easier assimilation and understanding. Initially, only a pilot program was envisioned in order to fully substantiate the merits of the proposal and to provide an opportunity to develop detailed procedures for routine operational programs that may be desired subsequently (ie., Follow-On Programs).

Potential Impact upon the Deaf Individual

The goal and consequently one of the major goals of integrating the deaf individual into the Armed Forces is to provide each individual an opportunity to achieve his/her maximum potential within our society. It is envisioned that a situation similar to the following would transpire if the integration plan were implemented:

John/Jenny and each of the ten original selectees of deaf volunteers for one of the two initial military installations of the Armed Forces would first receive notice of this new pilot program from one of a dozen media sources. The media would publicize a new opportunity to acquire career training and education in a field of their choosing and proven aptitude. Bulletins disseminated by deaf institutions, Department of Health, Education and Welfare (HEW), Army, Navy, Air Force and other governmental and community agencies would all be utilized to insure that no individual was unintentionally overlooked.

John/Jenny would seek counsel and assistance in first understanding all of the ramifications of the announcements and, if interested, seek aid for properly preparing an application and forwarding to the appropriate agency(ies) for processing. At this point, it would be beneficial to establish procedures so that representatives of each agency would coordinate required activities to insure little or no delays or other inappropriate action to defeat the purpose of integration. New routine written aptitude and ability examinations could be processed by the nearest military recruiting office as is now routinely done for the hearing recruit. Upon satisfactory completion of this exam, the deaf individual would be scheduled for a physical examination by a medical facility at a nearby military installation. If none were reasonably close, the individual could be provided with travel funds to the nearest agency. Contracting services with a civilian medical clinic would be possible if other services were unavailable. If necessary, deaf individuals could be referred for a deaf psychiatric evaluation prior to acceptance should a need exist.

When both the written and physical exam are completed and appropriate deaf individual selected, the participant would then be counseled concerning the type of career training available to fulfill existing manpower shortages. In addition, information on schools and location, duration of initial training, etc., could be presented to permit the deaf individual to select one for himself/herself to fit the appropriate situation.

Once the career field, schools, installations, and other pertinent counseling have been completed, the deaf individual would then be sent to a military installation for induction and basic training. Here, the only significant difference between his training and that afforded to hearing individuals should be the addition of an interpreter. It might be economical to group all deaf inductees into the same basic training class. This location may or may not be the designated military location where the deaf individual will receive his career education/vocational training and subsequent balance of his/her tour of duty.

Upon satisfactory completion of basic training, the deaf individual would then be sent to the appropriate military installation where all other military individuals go to receive career/vocational training for an appropriate skill level.

Once the deaf individual has completed career/vocational training, he will then be sent to join a military unit where he will perform his/her duties. In the course of weeks or months, it is anticipated that the deaf individual will upgrade his/her skills and be considered for promotional opportunities on the same basis as his hearing counterparts. By the same token, it is anticipated that he/she will be given the same opportunities for management positions as his/her skills warrant.

Naturally, the deaf individual will need the services of an interpreter from the day of his/her induction and at various intervals throughout the program until he/she reaches the duty station. Here, it is hoped that the interpreter will make his services available to not only the assigned deaf individual but to all other military members of

his work station and/or organization. The faster all concerned adapt to the art of deaf communication, as needed, the sooner the services of the interpreter can be terminated and/or reassigned to another location where he is needed.

All along the path of the deaf individual's career experiences, he will need to receive continuous encouragement from supervisors and friends alike to master the work skills required to take his rightful place in society. Special attention, encouragement and publicity for those who succeed will be the catalyst needed to spur others to succeed and to follow the path established by the first group. The uniqueness of belonging to a special group or family such as the military is very important. Here he will always be able to receive appropriate counseling and assistance, in addition to acquiring a vast group of personal friends and acquaintances to provide a varied and enriched lifestyle. Such a program will help to focus the eyes of every American citizen upon the deaf individual and his real potential.

Proposed Pilot Organization Plan and Personnel Needs

The following plan was offered as a guideline for actual implementation. It was anticipated that modifications and changes may be desired or required as actual circumstances dictated. However, it was believed that the fundamental basis for this plan should not be altered without complete cooperation and agreement of all concerned. This plan envisioned integrating the deaf individual into the Armed Forces for the mutual benefit of the Service and the deaf individual with special emphasis placed

upon providing growth opportunities and improved self-image for the deaf individual.

The Department of Health, Education and Welfare Office of Deafness and Communicative Disorders would be the Senior Agency outside of the Defense Department for the appropriate military service for supervision and implementation of the program. A deaf coordinator-counselor would be assigned to all HEW regional offices to provide coordinating of non-military services for deaf individuals selected for integration into the Armed Forces. He would provide regional surveillance and counseling guidance services and insure objectives of programs are met.

Additional personnel requirements will be limited to one assistant coordinator-counselor per military installation and contract services of deaf interpreters and necessary psychiatric evaluations by qualified physicians for the pilot program. For continued programs beyond the pilot program, consideration should be directed towards implementing the unit manning authorization documents to reflect military personnel positions full-time in lieu of the more costly contract services. A requirement may exist to review existing budgets for any required increased funding for additional workload incurred and incidental travel, office, publicity and other expenses that should be minimal.

The existing Office of Vocational Rehabilitation regional and local offices would be utilized for lines of communication and services as required.

The Registry of Interpreters for the Deaf would be an essential agency to provide qualified deaf interpreters required for the pilot program. An initial pilot program is envisioned at two locations within one

Department of HEW region. A maximum of ten deaf individuals per military installation might reasonably require up to three deaf interpreters, an assistant deaf coordinator-counselor and available psychiatrist services for deaf individuals in event of need. All other personnel would consist of either existing HEW (local Office of Vocational Rehabilitation) personnel and/or military personnel already on existing payrolls.

Services of a deaf psychiatrist or psychiatrist familiar with the deaf for final screening process for selection of deaf individuals for the project could be handled on a contract basis initially and converted to a full-time member of the integration pilot program if a need was substantiated at a later date. While the initial numbers of deaf individuals will be limited for the pilot program, contract services would probably be the most economical.

Selection from Deaf Population

Actual selection of potential deaf individuals for integration into the Armed Forces for the initial two-year pilot program would probably best be accomplished if it were placed on a competitive basis. All deaf educational institutions would be provided an opportunity to nominate participants that meet the minimum selection criteria. A review board consisting of representatives of the Armed Forces, HEW and two or more deaf institutions/agencies such as the National Agency for the Deaf should suffice. Prior to formal meeting as a review board, a joint policy stating the goals and objectives of the pilot program should be placed in writing and provided the widest dissemination.

Similar to that training provided a new inductee-enlistee, every consideration would be given to providing joint group basic training and indoctrination prior to actual assignment to the pilot program selected, installation and job. This installation could be the same installation or a different location from where the enlistee is to complete a tour of duty. The limited tour of duty period recommended would be a two-year period. In either instance, it will be necessary to utilize the services of a deaf interpreter. As the deaf individual and his fellow workers and supervisors become adept and/or proficient in two-way communication on the job and in his living environment, the deaf interpreter would be reassigned and/or terminated.

Continuous publicity throughout the program is considered important for several reasons, ie. obtaining favorable acceptance by both the military and civilian community and their wholehearted support, favorable accomplishment by selected individuals to improve their self image, promotion opportunities, and to provide incentives for other deaf individuals.

Program Evaluation

Continuous evaluation by both the military supervisors of deaf individuals, the counselor-coordinator and/or other representatives of deaf institutions, with periodic written records, is necessary if maximum benefits are to be derived for all concerned.

Procedures and mechanisms should be included to insure that the deaf individual has a method of appealing to the outside authorities any

complaints pertaining to his treatment, work conditions, and opportunities for advancement whether they be real or imagined. In the event of need, mechanisms should be included to discharge any deaf individual who can/or will not adapt to the needs of the Armed Forces in which he is serving. In addition, the deaf individual should be given the opportunity to extend the length of his/her service on the same basis as his hearing counterpart.

Failure or success of the initial members integrated into the Armed Forces would not constitute an appropriate evaluation for the long-term results. It was strongly recommended that at least three groups of individuals of two-year trial services each be integrated into any pilot program established in order to confirm the feasibility of extending and/or curtailing it on a permanent basis.

Proposed Funding

It is anticipated that funding of both a pilot program and any desired follow-on program could be authorized under the provisions of Public Law 93-112, September 1973, the Rehabilitation Act of 1973 or as updated by Congress.

Budget Costs

Upon receipt of authorization and a funding source for the establishment of a pilot program for the integration of the deaf individual, certain offices and personnel would be required and operating procedures established, as indicated under the proposed Integration Plan above. Installations,

facilities and training equipment/materials together with appropriate manuals and other necessary support supplies and personnel to implement the training programs would already be in existence. Only additional personnel and other expenses will be covered herein. No attempt has been made to make an exhaustive budget impact review in this plan. Expenses not covered by this proposal could reasonably be expected to be absorbed under existing budget programs with minor impact resulting.

TABLE I

JOB DESCRIPTION, NUMBER AND LOCATION FOR PERSONNEL NEEDED TO IMPLEMENT INTEGRATION PROGRAM

Personnel	Number	Locations	Job Description
(1) Regional Deaf Coordinator	1	Regional Office	(1) Responsible to Dept. HEW for overall pilot program accomplishments. (2) Supervise Asst. Deaf Coordinators. (3) Indoctrinate all participants. (4) Maintain surveillance and appropriate records. (5) Provide continuous counseling services to deaf within military. (6) Evaluate program recommendation in conjunction with representative of Armed Forces.
(2) Assistant Regional Deaf Coordinator	2	One per military installation	(1) Reside on/near location with deaf individuals. (2) Assist Regional Deaf Coordinator in performance of assigned duties. (3) Provide services and technical assistance as required to Commander of Armed Forces installation.

TABLE I (continued)

Personnel	Number	Locations	Job Description
(3) Deaf Interpreter	6	Three per military installation	(1) Provide continuous deaf interpreter services for integrated deaf personnel. (2) Assist military in conducting deaf sign language classes and public relations.
(4) Psychiatrist	1 (part-time or contract services)	Two	(1) Be competent psychiatrist trained in deaf individual problems. (2) Provide pre- and post-psychiatrist evaluations of deaf individuals as requested by Deaf Coordinator and/or Installation Commander.
(5) Deaf Individual	20	Two	(1) Learn competent skills for selected career field. (2) Perform duties on same basis as all other military within assigned occupational specialty.

Travel Expenses

(1) Air travel costs included for a minimum of one trip per month initially to each of the two military installations authorized to conduct a pilot program. Two such places might be McCord Air Force Base, Tacoma, Washington, and Elmendorf Air Force Base, Anchorage, Alaska.

(2) Local vehicular travel from downtown OVR offices to the military installation shops included where deaf personnel are in the process of being integrated/trained.

The actual cost, if any, would need be explored and negotiated to insure success of any pilot program. The actual number of personnel and the amount of salary and incidental expenses would be dependent upon several factors. Among them would be location, availability, amount of per diem and/or travel budget required. Also, the extent of duties and duration of the work would be a factor. Such things as obtaining widespread favorable acceptance by both the military and civilian community and their wholehearted support is most desirable.

There are some who would question the necessity for deaf interpreters in the numbers thought desirable to insure success of the program. In the event this becomes a serious threat to the authorization of a program, a tentative plan outlined below might be considered for feasibility. This plan is based upon the idea that the deaf individual selected for integration into the Armed Forces would forego a percentage of his normal salary each month. The money would then be paid to the deaf interpreter for his services. Amounts of from 10% to 20% of the salary of the deaf participant would be sufficient. A deaf interpreter serving five deaf individuals would be provided full military accommodations as though he were a member of the Armed Forces. This, together with at least the equivalent of 100% of a new military inductee/enlistee's pay (at E-1 -- $330.00 per month approximately) would assure him of receiving the same basic minimum wage. Another alternative would be to locate a sufficient number of deaf interpreters who would volunteer for a minimum (2-year) tour of duty for the sole purpose of serving as deaf interpreter.

A conservative estimate of personnel and incidental expenses for a pilot program consisting of ten deaf individuals, three interpreters per installation, contract services for a deaf psychiatrist, miscellaneous travel and office expenses for two separate installations, one Deaf Regional Coordinator and two Assistant Deaf Coordinators would fall between $180,000.00 to $200,000.00 per year. However, should regular military funding cover personnel expenses for the deaf individual during his limited tour of duty for two years, this total would be reduced considerably.

TABLE II

ESTIMATED SALARY AND EXPENSES FOR INTEGRATION PROGRAM

Personnel	Number of People	Salary
Regional Deaf Coordinator	1	$ 25,000.00
Assistant Deaf Coordinator	2	30,000.00
Deaf Interpreter	6	60,000.00
Deaf Individuals	20	10,000.00
Psychiatrist Contract Services	(100 hours max.)	20,000.00
	Subtotal	$145,000.00

TABLE III

ESTIMATED TRAVEL EXPENSES FOR INTEGRATION PROGRAM

Transportation	Number of Trips	Cost
Round-trip air fare from Regional Office to military installation	4	$ 1,200.00
Taxi and bus fares	50	500.00
Additional office space	2	6,000.00
Additional publicity costs	12	12,000.00
Contingence expenses	12	12,000.00
Miscellaneous expenses	12	14,000.00
	Subtotal	$ 45,700.00

CHAPTER IV

RESULTS

On September 12, 1974, a letter was mailed to Mr. John Gannon, Gallaudet University, Washington, D.C. concerning my interest in a possible project to provide training to deaf people to qualify them for integration into the Armed Forces. Mr. Gannon forwarded this letter to Dr. Boyce R. Williams, Director, Office of Deafness and Communicative Disorders, Department of Health, Education, and Welfare, Washington, D.C. 20201.

A reply was received from Dr. Boyce Williams on October 29, 1974 in which he indicated that the Rehabilitation Act of 1973 in Title V, Section 501 mandates the establishment within the Federal Government of an Interagency Committee on Handicapped Employees. Also, he replied that the Civil Service Commission had been given the responsibility for putting into action a concerted program to increase and broaden employment opportunities for handicapped persons at Federal agencies.

In the letter, Dr. Williams stated, "...your philosophy regarding improved employment for deaf people is appealing. The specific mechanism that you have selected, the military establishment, may be an appropriate means."

This discussion was further taken up with Dr. Marilyn Johnson, Department of Special Education, University of Alaska, Anchorage, and it was decided that such a question would be an appropriate topic for an investigative project. The title, extent, and steps to be taken were to be clearly identified prior to actual investigation.

In due time, it was decided:

(1) Title -- A Feasibility Study for Integrating Deaf Individuals into the Armed Forces.

(2) Scope -- The investigation would be limited to determining (a) whether or not a representative group on behalf of the deaf individuals favored potential integration into the Armed Forces and (b) whether or not the military representatives favored integration or would cooperate to the extent of establishing a pilot program in the event funding support was obtained. The possibility of preparing a proposal to secure possible funding was deferred until the results of the feasibility study were obtained. The proposal was left for further and/or separate consideration outside of this investigation.

Once the philosophy and parameters for this investiagtion had been established, the investigation proceeded by polling local representatives familiar with deaf education for their advice and support. Mr. Jess Holloway, Audiologist for the Alaska State Program for the Deaf, and Mr. William Conyard, Project Consultant, Vision Hearing Impaired Program in Anchorage, were positive in their support for the idea and helpful in offering useful suggestions.

Of the six institutions who did not favor the proposal two had forwarded the letter and questionnaire to the Tracy Clinic in Southern California for a response. Their disagreement with the program was not stated in terms of specific reasons. The Council on Education for the Deaf stated that they provided no direct services and recommended three addressees that should be contacted. The A. G. Bell Association for the Deaf and the International Parents' Organization of Deaf returned the questionnaire stating disinterest in the project.

A closer review of the comments and recommendations of the so-called neutral responses revealed more information for identifying areas of concern and potential problem areas from the standpoint of the deaf individual. Foremost among these was the establishment of funding support for a pilot program that may not be inexpensive. Several responses commented upon this point. It was also mentioned that some deaf individuals might be hesitant about committing themselves for a two-year period in any one setting. What the exact need for interpretive services and what number of deaf individuals would be qualified and/or interested in joining the Armed Forces for a limited period of duty were questioned.

A letter was prepared and mailed on May 12, 1975, to the Commander-In-Chief, Alaska and the Alaskan Adjutant General with information copies sent to both the Secretary of Defense and to Governor Hammond of Alaska. These representative military authorities were provided with copies of the original letter, premise and the questionnaire that were mailed to the deaf institutions. The military contacts were requested

to provide advice and assistance in making a determination of feasibility of establishing a pilot program for integration of the deaf individual into the Armed Forces. Further, a request was made for their reaction towards providing a suitable installation for the establishment of a pilot program in the event of future authorization and funding.

On May 19, 1975, a reply was received from the Adjutant General's Office. It stated that although they shared the concern for the advancement of the handicapped, they were not funded nor manned to conduct such a feasibility study. They also stated that the authority for such a project is maintained at the National Guard Bureau and the individual services. They were truly regretful for this situation as they have a strong desire to conduct a similar study on assignment of women to Category I units. The fact that their organization was a part-time one, they seldom were allowed to participate in such a program or study.

A reply was received from Headquarters, Alaskan Command, on May 21, 1975, indicating that while my project appeared to be a most worthy one, actions that affect the Armed Forces as a whole cannot be addressed at their level of command. However, I could expect a reply from the Office of the Assistant Secretary of Defense for Health and Environment in the near future.

This reply was received on May 22, 1975, and stated that the Department of Defense would not support such a program. A copy of selected paragraphs of Army Regulation 40-501, Standards of Medical Fitness, which describe the physical standards for all enlisted entrants into each of the military services were enclosed. Paragraphs 1-2a.(2)(3)(4)

are the bases for physically disqualifying deaf persons for entry into the Armed Forces.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Conducting this investigation concerning the feasibility of integrating deaf individuals into the Armed Forces was an attempt to focus the spotlight of attention in one direction. It represents a culmination of my life experiences and a latent awareness upon the part of this investigator that much needs to be done on behalf of the deaf individual. The numerous individuals and institutional programs that exist today and which have existed in the past have done much to advance the cause of the deaf individual on a traditional basis. But the problem remains that only an estimated 20 to 25 percent of the school-age deaf individuals pursue post secondary education/technical training to prepare themselves on an equitable basis with their hearing counterpart and to contribute to their own and society's well-being. There exists today, no central unifying agency with both the means and the stature necessary to uplift those deaf individuals left by the mainstream to fend for themselves. A tragic note is that few members of society are even remotely aware that there is a real need for help. This is primarily due to the uniqueness of the deaf individual's plight. Their's is an "out of sight, out of mind" sort of predicament.

Out of this budding awareness, and being "spurred" on to explore new dimensions by my University sponsor, local interested individuals and by those at highest level of government who deal with the deaf individual in various programs, it was decided to conduct this project for the following purpose: To prepare a foundation for possible, subsequent funding and/or congressional action for the establishment of a pilot program. Underlying this goal was the unspecified objective of harnassing an existing national institutional structure for a permanent basis of extending existing programs, and to provide a forum for a national awareness of the problem.

Selection of the Armed Forces as the national institution that could best meet the stated objectives of this investigation was based upon numerous points. Foremost among these were those stated in the premise of this study. In brief, they were: (1) limited availability of opportunities for many deaf individuals; (2) few management opportunities; (3) the Armed Forces are ideally suited to provide the national institution for the initial test and follow-on programs; (4) including the deaf individual into the Armed Forces will provide additional manpower resources, here-to-fore untapped; (5) successful integration will tend to accelerate actions that will increase opportunities for all deaf to overcome the communications gap. Not formally stated was the cost factor. Utilization of an existing national institution with a minor adaptation should be relatively inexpensive compared to the establishment of a completely new facility.

It was also recognized that institutions as well as individuals tend to resist change, especially changes that do not conform to the traditional expectations. Traditionally, individuals unable to meet normal medical, mental and educational standards were not acceptable to the Armed Forces. Perhaps numerous historical basis existed at the inception of current standards. Many are long standing traditional standards that were previously seldom questioned or challenged. However, time and changing conditions inevitably, perhaps imperceptively, renders changes on all things. Two recent traditions that come to mind are those pertaining to both the black and the female minorities. Recent years have seen the advent of revolutionary changes both within and outside of the military institution. There are many today, who would stoutly proclaim that these changes have been for the good of both the minority groups and for our nation as a whole. Then, why not, in good conscience, do the same for deaf individuals? The deaf person has a clear, compelling need for the same opportunities as other groups who have been or are in need of major assistance.

It was further recognized that help that is to be of any major significance to those deaf individuals who are in need must be of the nature and kind to induce the deaf individual to willingly seek out and utilize the aide being rendered. An example of this can be seen if one reviews the U. S. economic aide program to many nations since the inception of the Marshall Plan. Therefore, it appeared axiomatic that a preliminary survey of deaf individuals in all walks of life be

made to determine if they would actively support the philosophy and program being advocated in their behalf.

The concept used was to first establish whether or not a representative sample of deaf institutions and individuals concurred in a need for a pilot program being advocated. A favorable response would then lead to a second phase, that of soliciting aide from an appropriate military agency, and of establishing a feasibility study. In the event of favorable support from both the Armed Forces and representatives of the deaf individuals, tentative parameters would be finalized into a formal proposal for authorization and funding support. Had the deaf individuals and institutions surveyed offered a negative or unfavorable response the investigation would have been closed and no further attempts and/or recommendations for action in this direction offered. However, the unfavorable response from the military at this stage does not evoke terminal action. It simply signifies that ready support from the Armed Forces Institution is not forthcoming.

Recommendation

Were it not for the fact that there is a real need for a significant "breakthrough" on behalf of the deaf individual, one might easily admit coming to an unfruitful end to this investigation and advocate terminating further action. The weighing of the provisions of the Department of Defense Army Regulation 40-51 (Standards of Medical Fitness) which prescribe the physical standards for all enlisted entrants into the Armed Forces and in particular Paragraphs 1, 2a, (2) (3) (4)

as its basis for non-consideration of integrating deaf into the Armed Forces, is unacceptable at present. While there may be opposing opinions by qualified professionals on either side of the question, it can be ascertained in numerous ways that there are few job functions that cannot be fulfilled by a deaf individual, especially in those instances where one has been provided both adequate preparation, education/training and the opportunity to function in most of the jobs held by non-handicapped individuals. Most military career specialities can be performed by a deaf individual as well as his hearing counterpart. Elimination of the inherent communications gap due to the state of deafness potentially places the deaf individual on a par with his hearing counterpart. Many assignments are far removed from the rigors of combat conditions wherein deafness would in all reality become a major hazard to the unit and the deaf individual. A medical re-evaluation based upon the results of a pilot program may well provide substantiation for new medical parameters for limited duty entrants pertaining to enlisted entrants into the Armed Forces. Positive attitudes in determining feasibility of follow-on programs are needed if society is not going to close its eyes to major opportunities that would become available to its deaf members.

An alternative recommendation to that of terminating further action as proposed in this study would be to make available the data herein to members of state and National political offices, individuals and the representative institutions of deaf individuals for review, support and introduction of appropriate legislation for enactment of a law.

This law, in effect, would provide the support for the mechanics of implementation and subsequent funding of a pilot program and/or follow-on programs for the integration of the deaf individual into the Armed Forces.

APPENDIX A

Copies of questionnaires mailed to people affiliated with the world of the deaf were also mailed to the following military establishments along with a request asking for advice and assistance in making a determination as to the feasibility of establishing a pilot program for the integration of the deaf individual into the Armed Forces.

CONTACTS	REPLIES Yes	No
Commander-In-Chief Alaska Elmendorf Air Force Base Anchorage, Alaska 99505	X	
Secretary of Defense Washington, D.C. 20002	X	
Department of Military Affairs Office of the Adjutant General 338 Denali Street Anchorage, Alaska 99501	X	
Jay S. Hammond, Governor State of Alaska Pouch "C" Juneau, Alaska		X

APPENDIX B

Questionnaires were mailed to the following people affiliated with the world of the deaf.

CONTACTS	REPLIES Yes	No
Gary F. Austin, PhD Northern Illinois University Speech & Hearing Clinic		X
Dr. Thomas Behrends Bureau of Educationally Handicapped U. S. Department of Education 7th & "D" Street Washington, DC 20202		X
Jane Beale Registry of Interpreters for the Deaf College Hall Gallaudet College Washington, DC 20002	X	
Dr. Richard G. Brill California School for the Deaf 3044 Horace Street Riverside, CA 92506		X
Peter M. Blackwell, MEd Rhode Island School for the Deaf 520 Hope Street & Corliss Park Providence, RI 02906	X	
A. G. Bell Association for the Deaf 1537 - 35th Street N.W. Washington, DC 20007		X
James W. Card, MA 1455 Huy Road Columbus, OH 43224		X

APPENDIX B (continued)

CONTACTS	REPLIES Yes	No
Paul M. Culton, MA Golden West College 15744 Golden West Street Huntington Beach, CA 92647		X
Convention of American Instructors of Deaf 5034 Wisconsin Avenue, N.W. Washington, DC 20016		X
William E. Davis, MS Supt. Tennessee School for Deaf 2725 Island Home Boulevard P. O. Box 886 Knoxville, KY 37901		X
Roger Falberg Seattle Hearing Speech Center 18th & Madison Street Seattle, WN 98122	X	
Dr. Robert Fresina National Technical Institute for Deaf 1 Lomb Memorial Drive Rochester, NY 14623		X
Edward C. Grover, Supt. Ohio School for the Deaf 500 Morse Road Columbus, OH 43214	X	
Ralph L. Hoag Rochester School for the Deaf 1545 St. Paul Street Rochester, NY 14621		X
Kenneth F. Huff, MA Supt. The Wisconsin School for Deaf 305 W. Walworth Avenue Delavan, WI 53115		X

APPENDIX B (continued)

CONTACTS	REPLIES Yes	No
Rex C. Ivory, MS Utah State University Logan, UT 84322		X
International Association of Parents 1537 - 35th Street, N.W. Washington, DC 20007		X
Charles M. Jochem, Litt. D. Marie H. Katzenbach School for the Deaf Sullivan Way West Trenton, NJ 08625		X
Dr. Ed Lowell Tracy Clinic 806 Adams Boulevard Los Angeles, CA 90007	X	
Robert R. Lauritsen St. Paul Technical Vocational Institute 235 Marshall Avenue St. Paul, MN 55102	X	
Floyd McDowell Montana School for the Deaf 3911 Central Avenue Great Falls, MT 59401		X
Harry J. Murphy, Ed. D. California State University 811 Nordhoff Street Northridge, CA 91324		X
William E. May, MA Riverside City College 4800 Magnolia Avenue Riverside, CA 92506		X
Beverly J. McKee, MS San Diego Community College Resource Center for the Handicapped 733 - 8th Avenue, Room 104 San Diego, CA 92101		X

APPENDIX B (continued)

CONTACTS	REPLIES Yes	No
Darrell E. Matthews, MEd Johnson County Community College 111th and Quivira Road Overland Park, KS 66210		X
B. J. Peck, MEd Oregon State School for the Deaf 999 Locust Street, N.E. Salem, OR 97310	X	
Roy L. Pierce, MA Delgado Junior College 615 City Park Avenue New Orleans, LA 70119		X
David E. Pimental, MS Lee College P. O. Box 818 Baytown, TX 77520		X
Roy G. Parks, Supt. Arkansas School for the Deaf 2400 W. Markham Street Little Rock, AR 72203		X
Fred C. Schreiber Executive Secretary National Association of the Deaf 814 Thayer Avenue Silver Springs, MD 20910	X	
Bruce R. Siders, MA Michigan School for the Deaf Miller Road & West Court Street Flint, MI 48502		X
Archie Stack, MA Washington State School for Deaf 611 Grand Boulevard P. O. Box 2036 Vancouver, WN 98661		X

APPENDIX B (continued)

CONTACTS	REPLIES Yes	No
Carl A. Simonson, BA Red River Community College 2055 Notre Dame Avenue Winnipeg, Canada R3H 019		X
George H. Thompson, MS Nebraska School for the Deaf 3223 N. 45th Street Omaha, Nebraska 68104		X
Frank R. Turk Junior National Association for the Deaf Gallaudet College Florida Avenue at 7th Street, N.E. Washington, DC 20002	X	
Armin G. Turecheck, President Council on Education of the Deaf Colorado School for Deaf & Blind Kiowa and Institute Streets Colorado Springs, CO 80903	X	
Stanley R. Traxler Seattle Community College 1801 Broadway Seattle, WN 98122		X
Volta Bureau 3417 Volta Place, N.W. Washington, DC 20007	X	
Dr. Richard Walker Division Regional Resource Center Oregon College of Education Monmouth, OR 97361	X	
Dr. Boyce R. Williams, Director Office of Deafness and Communication Disorders Department of HEW Washington, DC 20201	X	

2073 Dimond Drive
Anchorage, AK 99507
March 3, 1975

I am requesting support for and assistance in conducting an investigative paper. This paper is one requirement for my Masters Degree in Special Education for the Deaf. It pertains to the integration of deaf individuals into the Armed Forces.

In seeking high level thinking on this subject, Dr. Boyce R. Williams, Director, Office of Deafness and Communicative Disorders, Department of HEW, Washington, DC last October stated in part:

> "Your philosophy regarding improved employment for deaf people is appealing. The specific mechanism that you have selected, the military establishment, may be an appropriate means."

Upon receipt of this encouragement, I contacted local personnel for their ideas. Mr. Jess Holloway, Audiologist for the Alaska State Program for the Deaf and Mr. William Conyard, Project Consultant, Vision Hearing Impaired Program, were positive in supporting the concept for this investigative paper and were most helpful in making specific suggestions. Some names of interested individuals and agencies were also provided.

In order for this investigation to have any weight and purpose, it now becomes necessary to first determine the extent of need that exists today and in the foreseeable future. The amount of support for this concept, from deaf individuals, organizations and institutions needs to be assessed prior to further action.

This letter together with the enclosure is being disseminated to representative deaf individuals, organizations and institutions for the widest distribution and response possible. In the event this investigation receives support, a proposal for Federal funding of a pilot program will be initiated.

I trust I have presented my interest in having your input in this investigative paper and the need for the broadest possible support in conducting, obtaining and collating pertinent data.

Enclosed is my premise for initiating this investigation together with an informal questionnaire. Please respond to the questions and return any comments or suggestions you may have in the self-addressed envelope provided.

Your prompt response will enable me to proceed with the investigation without undue delay.

Respectfully submitted,

(signed on original)

Champ C. Hawkins

PROPOSED TITLE: INTEGRATION OF THE DEAF INDIVIDUAL INTO THE ARMED FORCES

PREMISE: The following constitutes the basic facts and beliefs which led to the initiation of this investigation.

(1) Limited opportunities are available to many deaf individuals for the kinds of jobs they can get.

(2) Management opportunities for the deaf individual are rare.

(3) In recent years, increased emphasis in the private sector, in organizations and institutions and in government has improved the availability and the extent of services to the deaf without having made any significant "breakthrough" in behalf of the average deaf individual. This pertains to communicative abilities and an appreciable increase in the level of education received.

(4) Now is the time to elevate the deaf individual's status from that of a second-class citizen to his or her rightful place within society equivalent to the normal hearing individual.

(5) The above can best be tested by initiating a program wherein current educational techniques and training methods will provide the basis for the widest possible range of initial and continuing success in all career areas for the deaf.

(6) It is contended that the Armed Forces is ideally suited to provide the vehicle/instrument for educational-vocational training of the deaf individual.

(7) Integration of deaf individuals into the Armed Forces for educational-vocational training purposes will provide equal vocational opportunities which are now denied.

(8) Integration of the deaf individual into the Armed Forces as part of a pilot program will incur a minimum of increased costs.

(9) Integration of the deaf individual into the Armed Forces will provide an additional manpower resource for the Armed Forces which has, heretofore, remained relatively untapped.

(10) Successful integration of the deaf individual into the Armed Forces will immensely enhance the deaf individual's feelings of self-importance and tend to make him a more visible and a vital part of society.

(11) Successful integration of the deaf individual into the Armed Forces will increase opportunities for all deaf to overcome the communications gap.

QUESTIONNAIRE

Directions: Please respond to the following questions and feel free to make additional comments or suggestions.

(1) Do you generally concur in my premise of the project as presented in the previous page?

(2) May I have your personal endorsement for additional investigation of this problem?

(3) Is there any way your organization or institution could provide specific endorsement support?

(4) Do you or your organization have on hand (or access to) historical and/or statistical data that could be useful in this investigation?

(5) Is there someone within your organization available to actively assist me in conducting an investigation within your group?

(6) Will you or your organization assist in disseminating the essence of this investigation to deaf individuals and/or groups in order to obtain maximum and broad support for collecting appropriate data?

(7) Using the age group most common for deaf individuals to depart formal education and enter the work world, in your opinion, what projected numbers of deaf individuals per year would be seeking employment?

(8) Of the projected annual number of deaf individuals entering the work world each year, what percentage would you estimate would be interested in obtaining training and education within the Armed Forces with a minimum of two years obligated service?

(9) Are there statistics available to indicate the number of deaf individuals in specific career specialties employed over the past several years?

(10) Are there specific career specialties which have been identified as unattainable by deaf individuals in the past? If so, what are they?

(11) What problem areas would you anticipate to require resolution prior to integrating deaf individuals into the Armed Forces?

(12) Would you anticipate program costs for integrating deaf individuals into the Armed Forces as prohibitively expensive or relatively inexpensive for the benefits to be derived?

2073 Dimond Drive
Anchorage, AK 99507
March 31, 1975

On March 3, 1975, I mailed you the initial letter requesting your support for and assistance in conducting an investigative paper. The basic letter included the title of the investigation (Integration of Deaf Individuals into the Armed Forces), the premise and a questionnaire together with a self-addressed, stamped envelope to facilitate a prompt reply.

To date your response has not been received and time is rapidly slipping by. If this investigation is to be truly representative, have weight and purpose, it should have a broad base and the support of deaf individuals everywhere. The questionnaire was designed to permit easy and rapid response--a "pulse" indicator in order to expedite the basic parameters from which to work.

Again I solicit your prompt consideration and assistance in returning the questionnaire with your replies and indication of any further aid/suggestions you may care to render. Should the original questionnaire be misplaced or destroyed, I will gladly replace it with another.

Sincerely,

(signed on original)

Champ C. Hawkins

2073 Dimond Drive
Anchorage, AK 99507
Telephone: 344-3566
May 12, 1975

This letter was sent to two people:

Letter A: Commander-In-Chief
Alaska
Elmendorf Air Force Base 99506

Letter B: Adjutant General
McKay Building
Anchorage, AK 99501

Sir:

I am requesting advice and assistance in making a determination of the feasibility of establishing a pilot program for integrating deaf individuals into the Armed Forces. This project represents part of the requirements for completion of a Masters Degree in Education with an emphasis in Special Education. I am interested in some specific information from you regarding the practicality of the proposed project. To clarify certain elements of the project, the following comments and/or opinions are offered for your consideration.

It is this investigator's opinion that few vocation career fields exist that cannot be fulfilled by the deaf individual on the same basis as his hearing counterpart. It is my understanding that Civil Service positions are currently being filled by a few deaf individuals, but I am not aware that deaf people have been integrated into the Armed Forces. The potential number of deaf individuals interested in being integrated into the Armed Forces in unknown, but a reasonable estimate would place no more than from five to ten individuals at any one installation. Perhaps one, two, or three locations would initially participate in the program. As the potential of the program is realized, the impact of the program in terms of numbers may change. A pilot program trial period of from two to six years may be necessary to properly test the concepts which are proposed here.

Various educational, vocational-technical and/or other programs exist today to advance employment opportunities for the deaf person. The opportunities for post-secondary training and academic education for deaf graduates have markedly increased over the past five years. Approximately 90 percent of the graduates of such post-secondary programs find ready employment and are holding full-time jobs in the present labor markets. However, what is not very well understood is that there are far too many deaf individuals who never complete their secondary education or enter vocational or education training.

The problems and associated causes for underachievement by this large population of deaf individuals has not received the attention from the general public that has been afforded other minorities. In a sense, the deaf individual has become an invisible member of our society. Public interest and positive support for ongoing programs is a necessity to accelerate the desired "breakthrough" and remediation of society's ills. Foremost among these ills, we have cancer, polio, heart disease, venereal disease, and today's second-class citizenship for the blacks, the females, and other minority groups. Included should be the deaf individual whose needs are equally great.

It has been stated that the largest and one of the finest educational-vocational training institutions in the world is that of the United States Armed Forces. Millions received training/education in numerous career fields. It would seem appropriate to investigate all aspects of using this institution to attack the employment opportunity problems of deaf individuals.

Enclosed is a copy of a basic letter, premise, and questionnaire that was mailed in early March of this year to deaf individuals, representative groups, and institutions serving the deaf. These enclosures should help explain the project to you. Several responses have been received to date that support, in part, further investigation of this problem.

Please indicate receipt of this communication together with a projected date that I may reasonably expect a completed response. Specifically, answers to the following questions are desired:

(1) Would your command assist in determining to what extent, if any, integration of the deaf individual into the Armed Forces is feasible? If the answer to this question above is negative, please provide a full explanation.

(2) In the event you favor further investigation, under what circumstances could a subordinate installation under your command be designated for the establishment of a pilot program?

Preliminary comments are invited as to the problem areas and/or difficulties that a pilot program would pose.

My sincere appreciation is extended to you for the time and effort I know you will give me in this important investigation.

Sincerely,

(signed on original)

Champ C. Hawkins

Enclosures
cc:
Letter A: Secretary of Defense
Washington, DC 20002

Letter B: Governor Hammond
Pouch J
Juneau, AK 99801

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